

**EFFECTS OF CHANGES IN THE LEGAL FRAMEWORK GOVERNING EDUCATION
ON THE PERFORMANCE OF KENYA INSTITUTE OF SPECIAL EDUCATION**

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**A Research Project submitted in partial fulfilment
of the requirement for the award of the Degree in Master of Business
Administration (MBA) School of Business,
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DECLARATION

I declare that this project is my own original work and has not been presented for a degree in any University.

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DEDICATION

To my late father William and my late mother Agnettah for their valuable advice that up to date still guide me in life undertakings.

To my loving husband Joshua, my children Brian, Malewish, William and Rosebella who have been source of inspiration in their tolerance during the tight schedule this research took.

To all my relatives and friends whose support I can not measure.

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Thanks be to God for his provision of knowledge, strength and resources.

To Dr. Z.B. Awino, My supervisor. Whose guidance and direction the content of this project attest. You kept me on my toes to the last moment. I appreciate the instrumental moderation I received from Madam Florence Muindi.

The support from KISE staff without who the objective of this research would not have been met. Finally to those that we share a special bond, I hold you so dearly with the pillars of my heart for being a tower of strength in the whims of life challenges.

May God bless you all.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
ABBREVIATIONS AND ACRONYMS.....	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Concept of Change	2
1.1.2 Organizational Performance	2
1.1.3 Education Sector	3
1.1.4 Reforming Education Policies.....	5
1.1.5 Education Legal Frame Work	8
1.1.6 Kenya Institute of Special Education (KISE).....	13
1.2 Statement of the Problem	15
1.3 Objectives of the Study	17
1.4 Value of the Study	17
CHAPTER TWO: LITERATURE REVIEW.....	18
2.1 Introduction.....	18
2.2 Concept of Strategy.....	18
2.3 Change Management.....	20

2.3.1 Theoretical Foundation of Change Management	20
2.3.2 Forms and Approach to Change.....	21
2.4 Organizational Performance	22
2.4.1 Effect of change on Organizational Performance	23
2.4.2 Effect of policy change on organizational performance	25
CHAPTER THREE: RESEARCH METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research Design	29
3.3 Data Collection	29
3.4 Data Analysis.....	30
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION OF RESULTS.....	31
4.1 Introduction.....	31
4.2 Change Implementation	31
4.3 Challenges Experienced during change Implementation.....	32
4.4 Effects of change to the Performance of the Institute	34
CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATIONS.....	37
5.1 Introduction.....	37
5.2 Summary and Discussion	37
5.3 Conclusion	41
5.4 Recommendations.....	44

5.5 Limitations of the Study	45
5.6 Suggestions for further Research	45
5.7 Implication on Policy theory and practice.....	46
REFERENCE	47
APPENDICES	50
Appendix I: Letter of Introduction University of Nairobi.....	50
Appendix II : Letter of Introduction Ministry of Education.....	51
Appendix III: Letter of Introduction Kenya Institute of Special Education.....	52
Appendix IV: Interview Guide	53
Appendix V: KNEC Diploma in SNE Part I Examination Results for August 2010.....	55

ABBREVIATIONS AND ACRONYMS

CHE	Commission for Higher Education
EARS	Educational Assessment and resource Services
EFA	Education For All
ERS	Economic Recovery Strategy
FPE	Free Primary Education
HELB	Higher Education Loans Board
JKF	Jomo Kenyatta Foundation
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
KLB	Kenya Literature Bureau
KNEC	Kenya National Examination Council
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MTEF	Medium Term Expenditure Framework
NFE	Non Formal Education
SAGA's	Semi Autonomous Government Agencies
SNE	Special Needs Education
TIQET	Totally Integrated Quality Education and Training
TSC	Teachers Service Commission
UPE	Universal Primary Education

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ABSTRACT

Organizational performance comprises of the actual results of an organization as measured against its intended goals and objectives. External factors of a firm are always beyond its control therefore, influence the organizational choice of direction and actions so as to narrow the gap between actual and desired performance. The study was an attempt to find out the challenges of policy change and their effect to the performance of an organization with respect to Kenya National Examination Council (KNEC) evaluation criteria as introduced to Kenya Institute of Special Education (KISE) Special Needs Education (SNE) diploma curriculum.

Both primary and secondary data was collected. Primary data was collected from members of senior management using personal interviews while secondary data was collected from institute records. This data was mainly qualitative and descriptive. Considering regulations and stipulated requirements, change is expected to enhance efficiency and improvement in provision of quality products and services so as to serve the needs of both the organization and other stakeholders. Due to unforeseen problems that surface or ineffective implementation activities, the study shows that KISE suffered various challenges and threats in its pursuit to implement the KNEC evaluation criteria which adversely affected the performance of the institution. There was a mismatch between KISE Unitary teaching curriculum and KNEC summative evaluation mode that created areas of possible conflicts in transition to higher learning institutions and effective placement of skills acquired in the market. The institute experienced delayed planning and coordination of programmes and activities under the Mercy of KNEC's pace of communication; Mass failure of students in year 2009 almost compromised the prestige and monopoly of the Institute in SNE whose negative perceptions resulted to decreased enrolment, close down of some distance learning centres and exposure of the institute to fierce industry competitive forces. With dwindling revenue it was difficult to predict future performance for planning purposes and expansion of internal efficiencies and programmes so as to align the institute goals and new goals with outcome. However results revealed that the institute had laid down strategies by exploring other cost recovery modalities to maintain a sustainable competitive advantage in standards and quality of SNE programmes and materials. It also opted to explore other functions in the mandate and diversification of its programmes and activities. The study recommends that in order to avoid the risk of faulty change implementation, policy monitoring need to sensitize members and stakeholders on progress and expectations so as to capture and avert unplanned disruptions and unforeseen problems.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

External environmental changes do impact on the operational dynamics of an organization's internal environment and create a mismatch on the already existing strategies that link the two environments. These external factors influence the organizational choice of direction and actions, those organizations that do not respond to changing environmental demand or do not adopt to keep pace with the change and even in some situations fail to anticipate such changes are likely to suffer and become irrelevant (Mwimbi 2008).

According to Pearce and Robinson (1997), the external environment can be described as all conditions that affect an organization's strategic option and are beyond the firm's control. Therefore if an organization understands its external environment, then it will be able to redefine its objectives and develop new strategies that are best suited to cope with the change so as to play by the rules and remain afloat.

The recent reforms in the education sector that harmonised the policies, Acts, legislations and guidelines of the legal framework are characterised by challenges and increasingly complex environment in terms of relevance and quality at all levels. The participants and service providers in this sector such as Kenya Institute of Special Education (KISE) are compelled to align their internal configurations, activities and goals with the new mandate so as to reflect the new external realities.

1.1.1 Concept of Change

In the twenty first century change is a key cross cutting issue irrespective of industry or sector. Changes in environment put pressure for changes within organizations making the reality of yesterday prove wrong today and nobody can really know what will be the truth tomorrow. Since organizations are environment dependant while consumer tastes and preferences are changing faster than ever, there is increased need for organizations to chart a course of narrowing the gap between actual and desired performance.

However, change and responses to change has become an ongoing process such that managers in both private and public sectors are increasingly finding it difficult to make sense of business environments in which they operate. This calls on organizations to make necessary efforts to adopt sound change management practices in order to achieve competitive advantage in their unpredictable environment. According to Hill and Jones (2001) change management is a process of moving an organization away from its present state towards some desired future state to increase its competitive advantage. Each organization should have a strategy that must continuously and actively adapt it to meet the demands of an ever changing environment, the strategy has to ensure the organization's success and also make it secure from surprises.

1.1.2 Organizational Performance

Organization is a group of people brought together for the purpose of achieving certain objectives. The basic unit of an organization is the role rather than the person in it, therefore an organization is maintained in existence sometimes over a long period of time, despite many changes of members activities and modes of performance.

Organizational performance comprises the actual results of an organization as measured against its intended goals and objectives. This puts to task the management of an organization whose responsibility is to recognize the gap between actual and desired performance. One of the possible ways to establish this is by performing analysis of the organizational strengths, weaknesses, opportunities and threats (SWOT analysis) which is helpful in determining how effective an organization is in achieving the expected outcomes.

1.1.3 Education Sector in Kenya

Education is an investment in human capital and a key determinant in economic growth. A substantial amount of the government resources is usually directed to this sector so as to ensure that quality education and training services are equitably accessible to all Kenyans.

The demand of special needs education at all levels in Kenya has increased as a result of the government commitment to Universal Primary Education (UPE); the establishment of Education Assessment and Resource Services (EARS); increased public awareness and the declaration of Free Primary Education (FPE) which was a landmark to the attributes of Education For All (EFA), and the enactment of the children's Act (2001). The implementation of FPE increased the enrolment of learners in the existing 18,000 public primary schools including those learners with special learning needs (MOEST 2005, Kochung 2003).

Special Education is an important strategy for human capital development because it prepares those who would most likely be dependants to become self-reliant. People with Special Needs are estimated to be 10 percent of the total population of this Nation and 25 percent of these are

school going age. It is stated that only 90,000 out of 750,000 of these children have undergone assessment and their Special Needs established. Statistics show that only 10 percent have been absorbed in school (Gok 2005).

This sub-division of the Education still faces many challenges as far as access and equity in provision of Education and training. Some of the challenges experienced are stipulated in GOK 2005 as follows;- the country has inadequate capacity among many teachers in handling children with Special Needs. Due to inadequate tools and skills in identification and assessment of these children they experience inappropriate placement causing unreliable data on children with specific Special Needs which is compound with inadequate and expensive teaching and learning materials.

The challenge of inadequate facilities, lack of equipment and inappropriate infrastructure makes it difficult to integrate Special Education in the regular programme despite the urgent need of making all learning institutions inclusive by having a flexible curriculum that is child centred and friendly to this category of learners. The situation is worseoff complicated by inadequate capacity of expertise personnel for effective supervision and monitoring of Special Education programmes.

In its endeavour to deliver quality education and training to Kenyans, the Ministry developed a strategic plan 2006-2011, the plan was developed within the context of a globally competitive quality education system that is responsive to the educational needs of its citizens and labour requirement of the present economy. One of its purpose was to provide a framework for

programme planning, implementation and performance evaluation and a rational of a natural progression from the sessional paper no. 1 of 2005. This strategic plan was destined to implementing the policies spelt out in the sessional paper and programmes outlined in the, (MOE 2005).

The Ministry of Education is in the process of implementing inclusive education as one of the strategies of improving and providing accessibility and equity of education to all learners in the educational system. In response to this, the sector is committed to disseminating information and advocating for learners with special needs and disabilities to receive education by increasing the training output of Kenya Institute of Special Education to achieve a target of one Special Needs Education teacher per school by the year 2015.

1.1.4 Reforming Education Policies

From the time of independence, the education sector has undergone various reforms through commissions, committees and task forces. This is done in the view that education is a fundamental human right and an important tool for achieving the goals of development, equality, peace and national integration. An educated and trained society usually plays a major role in making informed decisions which are well focused on set goals and objectives so as to ensure democracy and good governance. The government also premised this on the understanding that promotion of access and equity to quality education and training in a nation enables sustained socioeconomic development and is a means of higher standards and quality of life to the citizens (MOEST 2005, GOK 2005).

The fulfilment of the laid down obligations for education and training in a country is largely dependent on how well the socio-economic changes taking place at the national level and international levels are infused into the sector and thus constant review and reform of the laws governing education training and research (Kamunge 2008, MOE 2007).

The first commission after independence (Ominde, 1964) mandate was to look into the education system of Kenya and advise the government on how it, would formulate and implement a national education policy (GOK 2003). The report of this commission emphasized on reforming the education system inherited from the colonial government and making it adequately responsive to the requirements of independent Kenya. It proposed an education system that would foster national unity and the creation of sufficient human capital for national development (GOK 2005).

The sessional paper No. 10 of 1965 on African socialism and its application to planning in Kenya recognised poverty, disease and illiteracy as great hindrances to human development. It was realised that education is a basic human right that could be used to eliminate poverty, disease and ignorance, nevertheless education was a powerful tool for human resource and national development. The government therefore emphasized the role of education in producing skilled manpower for economic growth and equalizing economic opportunities among the citizens.

The Gachathi Report (1976) of the National Committee on educational objectives and policies aimed at re-defining Kenya's educational policies and objectives. Much of its consideration was on the goals of education such as national unity, economic, social and cultural developments of

the people of Kenya. It recommended 'harambe' schools. The committee also realised that there was an expansion of education done at the expense of its quality and relevance where as this committee called for a stop (GOK 2003).

The presidential working party on the establishment of a second university also known as the Mackay Report, (1981) recommended an overhaul of education system by replacing the 7-4-2-3 system of education with a new 8-4-4 system. This is the commission that established Moi University, Commission for Higher Education (CHE) and recommended an expansion of other post secondary training institutions.

The Kamunge Report, (1988) known as the report of the presidential working party on education and manpower training for the next decade and beyond had its main focus on improving the financing, quality and relevance of education. This commission recommended cost sharing between government, parents and communities.

The Koech report (2000) was also known as the Commission of inquiry into the education system of Kenya. It too made the following recommendations; A Totally Integrated Quality Education and Training (TIQET) and, an enabled education system which could facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life long learning, and adaptation in response to changing circumstances. This report is said to be the most comprehensive of its time and before, because it covered all aspects of education. It was not possible for the government to adopt the report due to lack of funds by then.

The above evidence is an indication that there has been reasonable levels of effort dedicated to improving the education and training sector since independence. In the recent policies, the Kenyan government has shown high commitment to the provisions of quality education and training as a human basic right to all citizens no matter their socio economic status. This is in accordance with the country's law and international conventions.

Yet in the education sector there has been various emerging issues, current trends and challenges that Interfere with effective promotion, governance and management. Some of the drawbacks are gender and regional disparities, teacher quality and utilization, diversity and scope of special education needs, harmonization of Children's Acts and FPE governance and management, achievement in education, early childhood education and alternative channels of education delivery.

1.1.5 Education Legal Frame Work

Apart from the Education Act, education and training in Kenya is also governed by other related acts of parliament such as the KNEC Act, TSC Act, Adult Education Act, University Act among various acts and charters for universities, each of these Acts governs a particular aspect of education, yet some critical areas in education such as Early Childhood Development (ECD), Special Needs Education (SNE), and Non-Formal Education (NFE) do not possess a legal cover (GOK 2003, GOK 2005).

It is also noted that the education sector does not operate under a single institution, it is spread within a number of ministries and other government departments making the whole framework operate in a fragmentary structure where primary secondary and university

education has been under the Ministry of Education, Adult Education and NFE under the Ministry of Culture, Heritage and Sports, some NFE under church communities, directorate of industrial training under the Ministry of Labour and Human Resource Development while some private schools registered with the Registrar of Companies under the Attorney General's Chambers.

The Ministry of Education (MOE) also has various divisions which have different departments and specialised Semi-Autonomous Government Agencies (SAGA's) which are i.e TSC, KIE KNEC, KLB, KISE, JKF, CHE, KESI, and HELB. These agencies still operate with legal structures which were only appropriate at the time they were created. As a result there has been; in efficiency, duplication of efforts and resources and time wastage causing conflicts and ambiguities in its effort to address these constraints.

In year 2003 there was a review and analysis of the education and training sector which was done in a national stakeholder's conference and subsequently preparation of sessional paper no. 1 of 2005 which was on policy framework on education training and research. Since some of the challenges in the education sector were related to access equity, quality and relevance of education and training this document aimed at dealing with the challenges and after which undertake the provision of a policy framework that would stands the test of the 21st century. The framework required participation of all education and training service providers and mandated a linkage to the Medium Term Expenditure Framework (MTEF).

On 23rd January 2006, a task force on the review and harmonization of the legal Framework governing Education, Training and Research was appointed by the minister under the legal

notice No.394 the Mandate of the task force was to review the legal Framework and Policies governing Education, Training and Research, consult stakeholders and propose a harmonized legal Framework (Kamunga 2007). One of the terms of reference was to review and harmonize all laws governing the provision and management of Education, Training and Research, and make recommendations for appropriate legislation to replace or amend any or all of the Acts.

One of the various policies in GOK 2005 on the standards, quality and relevance in Education and Training not incorporated in the previous legal framework was establishment of mechanisms for collaboration with stakeholders in the development of a National qualification Framework to provide opportunities for linkages with formal education and training at all levels. The Education Legal framework also lacked Mechanism for accreditation and approval of curricula for basic and tertiary education and TIVET which were offered but not developed by Kenya Institute of Education (KIE). It lacked a mechanism for accreditation and approval of providers of examination and certification in Education Act., till the KNEC Act resulted into many Institutions offering examinations and certification and awarding diplomas and certificates of poor quality.

The previous education policies in the legal framework had loopholes in the section of quality assurance and relevance of education and training that created opportunities for establishment of education and training institutions whose facilities, programmes, teachers and trainers had not been accredited, registered or quality assured. As a result those institutions would develop, facilitate, examine and issue certificates of curricula whose standards and quality was not assured by relevant quality assurance institutions (Kamunge 2007, GOK 2005, GOK 2003). This gap

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necessitated one of the many interventions in the legal framework, whose recent efforts enhanced establishment of an enabling legal framework that harmonised the policies, Acts., guidelines and legislation. The task force recommendations on national standards and qualification was to establish a national council on Education and Training that would develop, in consultation with relevant stakeholders a national qualification framework for standards, qualifications and competencies which would be the basic for accreditation of the Education and Training Institutions and their programmes.

Those governing came up with the following as some of key provisions:- An integrated system and structure of education and training; national qualification framework for setting national standards and benchmarks for qualifications and competencies; national assessment system to guide the monitoring and evaluation of learning outcomes, attainment of standards and competencies at all levels under the national qualifications framework, accreditation of curriculum development agencies including the establishment of Kenya Institute of Curriculum Development and Accreditation of Assessment, examination and certification agencies including the establishment of the Kenya National Assessment and Certification Council.

These key provisions were THEREFORE ENACTED by the parliament of Kenya as follows;

(1) of (2007) Education and Training Act. (2) of (2007) the Act shall apply to all institutions of education and training operating in Kenya except those wholly training on religious character for purpose of training for admission to the Ministry of a religious order. (14) of (2007) Development of a national qualifications framework which shall set the standards and benchmarks for qualifications and competencies under this act and define the levels of



qualifications and competencies under this act. Every institution of education and training and quality assurance agency is expected to comply with the national standards established under section (14) of (2007). In accordance with the provisions of this Act, section (94) of (2007) established Kenya Institute of Special Needs Education (KISNE) whose one of the functions is to conduct training programmes and course in special needs education and training section (116) of (2007) established Kenya Institute of Curriculum Development (KICD) whose one of the functions is to implement the policies relating to curriculum development in basic education, tertiary education and TIVET formulated and determined in accordance with the provisions of this Act.

Section (128) of (2007) established Kenya National Assessments and Certification Council (KNACC) whose some of its functions are: Implement the national policy on examinations and assessment of learning and training competencies and outcomes at such levels as it may be accredited under this act; and carryout such functions within the national qualifications framework as shall be conferred to it under this Act or any other written law. It its performance of its function under a subsection of (128) KNACC was given powers to conduct assessment and examination in education and training , then consequently award certificates or diplomas to successful national assessment systems.

The change of mandate in examination policy framework was to have a national assessment system that would ensure quality and competencies of learning outcomes in education and training, and guide the monitoring and evaluation of learning outcomes and attainment standards.

The agencies accredited under this section are the KNEC; the senate of universities and degrees awarding institutions; and the national industrial training council. In performance of its function KNEC was given powers to conduct assessment and examination in education and training at basic and tertiary level, then consequently award certificates or diplomas to successful candidates under the national assessment system (Kamunge 2007).

1.1.6 Kenya Institute of Special Education (KISE)

Kenya Institute of Special Education (KISE) was established by the government of Kenya through Legal Notice No. 17 of (1986). Some of the functions of this institute were:- To conduct teacher training courses for teachers in various fields of the education of children with special educational needs. To provide specialised services to persons with special needs and disabilities by designing, producing, repairing and assembling special materials and equipment; among others.

This was offered in various teacher training colleges, it only targeted specialization of learners with hearing impairment, visual impairment, physical disability and mental disability till the establishment of KISE which centralized training of P1 teachers for diploma courses in special needs. Since then, there has been development of a number of courses such as multiple disability, inclusive education, autism, deaf blind, gifted and talented, learning disabilities, emotional and behavioural difficulties, communication difficulties, and early childhood education care and development for teachers handling learners with special needs.

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In addition, the institute runs certificate courses in various areas, among them are the Kenyan Sign Language, education of learners with cerebral palsy, guidance and counselling for special needs, educational audiology, vision support teacher and mobility rehabilitation. The institute runs its training programmes in two modes which are fulltime and distance learning modes. Considering the rigours involved in training personnel in special needs education, KISE has graduated 13,923 diplomas and 5,014 certificates from 1987 to date (KISE October 2010).

KISE having its vision as: "To be a regional centre of excellence in special needs education and related services" it has promoted the use of sign language and Braille as official modes of communication for persons with visual and hearing impairment respectively which have been incorporated in the new constitution. The institute's national resource centre has and will continue to assemble, document and disseminate information at a facility lead level on special needs education information in the region (JOSE graduation 2010); the revised institute's strategic plan 2010 -2015 goal is to enhance access, equity and quality of education for learners with special needs and disabilities and to produce SNE materials and assistive devices. This goal is in line with the sessional paper no. 1 of 2005 policy framework and closely borrows from Kenya vision 2030.

According to the Legal Notice of 1986, KISE is managed by a council whose chairperson is appointed by the minister. The admission of students is done by the directorate. Diploma curriculum is developed by KIE and the teaching staff are from TSC. KISE as an institute has in the past developed and facilitated its own exam and successful candidates awarded certificates and diploma respectively.

According to the legal framework of 2007 the examination and certification for the Diploma course in Special Needs Education (SNE) was taken over by Kenya National Examinations Council, whose first gradaunts were the diploma candidates of 2010.

1.2 Research Problem

The environment shapes the way an organization configures its activities and resources to create a unique and valuable visible output in the market place (A Murle 2003). In order to survive, grow and succeed, an organization needs to maintain a strategic fit by relevantly responding to the environmental dynamism, instability, heterogeneity and uncertainty so as to combat forces that would threaten its market stability (Thomson 1967).

Kenya Institute of Special Education (KISE) is a pioneer semi-autonomous government agency of the Ministry of Education in the field of special needs education and facilities. This institution has not been exempted in the current wave of change in that previously it has been a key player in this field for a long time till new actors came on board causing major changes for KISE. Due to enhanced quality of policies in the new legal framework governing education and training, evaluation and certification of its diploma curriculum was taken up by Kenya National Examinations Council.

By so doing Kenya National Examination Council outlined its regulations for diploma in Special Needs Education (SNE) examination which enshrined conditions for eligibility, assessment areas and conditions for award of diploma as follows: a candidate must pass the project and teaching

practice in order to be graded and awarded the diploma; a candidate must sit for both the written examination and continuous assessment, failure to which the candidate will be treated as having failed; a candidate who fails part I or II will be deemed to have failed the course; and a person who fails in more than two subjects will have to resit all the examination subjects and papers under that part (KNEC 2010).

Several studies have been carried out in Kenya by various scholars on the subject of change management. They include Moturi (2003) Maingi (2005), Mathenge (2006) Kariuki (2007) and Ameyia (2008). These studies provide valuable insights on the challenges, effects and responses of various Kenyan organizations. However to the best of the researcher's knowledge, no known study had been carried out on changes in the policies of the legal framework governing education and training, and specifically addressing the effect on the performance of Kenya Institute of Special Education. This showed that there existed a knowledge gap which this case study sought to determine.

According to open system rationale in Theoretical Foundation of Change Management. Subsystems in an organization are interrelated in that a change in one subsystem is likely to affect other parts of the system. This raised the study question as what challenges are encountered from these changes and what are their effects to the performance of an organization?

1.3 Objectives of the Study

The study aimed to find:

- i) The challenges in Kenya Institute of Special Education caused by introduction of KNEC evaluation criteria due to changes in policies of the legal framework governing education, and
- ii) The effects of these changes to the performance of the institute.

1.4 Value of the Study

This study will be used as a source of information for future comparisons in the area of change management; on the legal framework governing education and training and more so on the specialized semi autonomous government agencies of the education sector. The study will be used by Education policy makers during the formulation and process of policy implementation. The study will also be used by other Semi Autonomous Government Agencies in policy and change implementation to be pro-active so as to avoid the limiting factors as a risk reduction modality. Finally the study will be of value to scholars engaged on research policy change management and the effect to the concerned organizations.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Strategy is the link between an organization and its environment. It is concerned with the means to meet critically important end which is usually achieving objectives. The strategic problem is a mismatch between the internal characteristics of an organization and its external environment (Aosa 1992). Strategic management involves a complex pattern of actions and reactions depending on the changes of the environment, it is the broadcast undertaking in an organization's managerial activities because it gives direction to the corporate values, goals, missions and culture.

2.2 Concept of Strategy

Johnson and Scholes (1999) state that strategy is the direction and scope of the organization over the long term which achieves advantages for the organization through its configuration of resources within the changing environment to fulfil stakeholders expectations. Strategic management is a process of developing and enacting plans that will ensure an organization reaches its long term goals. It is an integrated future oriented managerial perspective that is outwardly focused, forward thinking and performance based. It is a mechanism in which an organization can understand and constructively manage changes and the process for re-inventing or renewing the organization. Strategy formulation and implementation is normally an on-going and never-ending integrated process, it requires continuous re-assessment and reformation. It is the framework within all the functioning managerial operations are bundled together (Kotter 1996)

The matching is achieved through development of organizational core capabilities that are related to the external environment well enough to enable the exploitation of opportunities existing in the internal environment and to minimize the impact of threats from the external environment. Changes in the environment can be mild or turbulent thus the scope of dynamicity of strategic management, the strategy has to be so interactive because it is the logical base of marshalling an organizations resources and attention of it's members on the goal of gaining advantage.

Strategy is developed by both public and private organizations in order to fit in the changing environment and enhance the organizations competitive advantage. Organizations therefore have an obligation to lay strategies to legitimize the fundamental change programme for effectiveness in the business of the organization and its future direction. Some types of changes which affect an organization's strategy are technological changes, product or services changes, administration changes and people changes. If there is change in one of these changes; that will place demands for changes on one or more of the others. Major changes in the strategic perspective forces changes in the structure which forces changes in jobs and consequently on behaviours or vice versa.

In order to ensure success an organization has to continually scan its environment both internally and externally to determine the changes that have to be made to a firms strategy and, internal capabilities in order to ensure success in controlling and directing changes caused by unplanned disruptions.

2.3 Change Management

In the present era, change is absolutely necessary for the survival of individual or company. Environments over which organization have little or no control is constantly in a state of change making individuals or organizations have no choice unless are willing to become obsolete and irrelevant. Some changes are reversible while others are not, therefore organizations have to be very vigilant on the amount of risk involved in managing change (Mohammed 2009).

“Change management is the use of systematic methods to ensure that an organization change can be guided in the planned direction, conducted in a cost effective manner and completed within the targeted time frame and with the desired result” (Davis and Holland 2002). Change management can also be defined as the decision, actions and processes executed by an organization to realise its strategic intentions. The purpose of strategic change is to ensure that the organization is leading in the right direction with a focus on efficiency and excellence (Muraguri 2007).

2.3.1 Theoretical Foundation of Change Management

The theoretical foundation of change management according to (Burnes 2000) is that there are three schools of thought in change management. Individual perspective school states: behaviour is influenced by external stimuli so individual behaviour results from interaction with the environment. Actions of humans are conditioned by the expected consequences.

The group dynamic school of thought rationale is: people in organizations work in groups, where individual behaviour is seen and can be modified or changed in the light of group's prevailing

norms and practises. If there is individual isolation, then group pressure will constrain conformity. To bring about change, one must focus on the group level and not individual norm, roles and values. The open system school of thought focuses on entire organization. It sees the organization as a composition of different subsystems which are the goals and values, technical, psychological and managerial. If there is a change in one system, its impact is likely to affect other parts of the system. The focus of change in this school of thought is on the subsystems putting in mind the interrelations of the other subsystems.

Since change management is a problem finding and a problem solving activity of which; the problem is the future state to be realised, some current state to be left behind and, some organized process for getting from one state to the other. Identification and analysis of challenges caused by change is a good beginning point, which will give guideline on restructuring, re-engineering and innovation of the responses required.

2.3.2 Forms and Approach to Change

There exist two forms of change which are emergent and planned change. Emergent change is continuous, open ended and unpredictable process of aligning and re-aligning the organization to its changing environment. It recognizes the need for organization to align their internal practices to the external conditions (Burnes, 2004)

Planned change on the other hand involves an organization passing through various states in order to move from an unsatisfactory present state to a more desired future state. In change management a wide variety of models have been developed to initiate and manage the change

and to control and direct change caused by unplanned disruptions. Many of the most popular models outline processes that are focused on achieving quality improvements, addressing worker concerns, enhancing flexibility by changing organizations structure, activities, people and culture.

According to procession model temporal aspects of change are used as a means of breaking down the complex process of organization change into manageable portions. In the logical incrementalism model, the managers respond to pressures in both their internal and external environment, progressively they proactively move forward but incrementally so that with time the organization becomes transformed (Burnes, 2004). Nadler and Tushman (1997), Lawler et al (2001) emphasize that the choice of approach or model depends upon the organizations nature, resources and problems, therefore the model must be tailored to the specific contest and organization.

2.4 Organizational Performance

Due to rapid expansion of industrialization and increased unit cost of production, protected or semi-protected markets and industries have been opened up to fierce competition, public bureaucracies and monopolies have also been transferred to the private sector or have themselves adopted a much more market oriented practice (Mwimbi 2008).

This has made organization fall prey to industrial competitive forces such as threat of new entrants, threat of substitute products where consumer tastes and preference are changing faster than ever because they have access to a vast array of products and prices thus increasing the

bargaining powers of suppliers in response to that of consumers. Uncontrollable external factors such as government and economic factors, inadequate support for change and failure to define expectations and goals are equally an uphill task in the day to day performance of organization.

Most performance in public organization is characterised by various problems such as weak management roles, lack of communication, lack of commitment to duty due to unawareness or misunderstanding of regulations and guidelines resulting from staff whose skills mismatch the available technology. The organizational system, structure and resources are poorly coordinated whereby there is inadequate capability of sharing of responsibilities with competing activities (Galbraith and Nathason 1978).

Due to uncontrollable factors in the external environment, each organization should have a strategy that must continuously and actively adapt it to meet the demands of an ever changing environment because if an organizations character that links it to the outside world as well as that of its internal configuration remains unchanged, then that organization is considered to be strategically stable (Thompson 1967).

2.4.1 Effect of change on Organizational Performance

Change is the only constant in today's life for individuals and organizations, change can be both objective and subjective. It is inevitable and the manner in which organizations respond to and manage change makes the difference between survival and death. Social political and economic changes have greatly compromised individuals and organizations ability to respond.

Some forces are gentle while others are strong and can cause devastation to the structures and operations in an organization (Burnes 2004, Mohammed 2009). Environmental change creates pressure for change in the organization and this means that the affected organization must respond relevantly to external change for a survival. This external component should have a strategic fit from within the internal environment such as the organizational policies, systems, resource capability and its corporate culture (Pearce and Robinson 1997) if not; the consequences are likely to be grave because consumers have access to a vast array of products and brand choices, prices and suppliers, making the task of winning and maintaining them more unpredictable as the pace and scale of environmental instability and complexity rampantly increase (Lumumba 2007).

In order to be able to survive and thrive, organizations need to make change apart of “business as usual” so as to ensure a sustained inflow of resources and a continued outward flow of services. Every change comes in its unique way and successful adoption is usually related to the set of values, resources and skills of the firm and the demands of the prevailing environment which calls for management to keep pace with anticipation, innovation and excellence because if down played; change is likely to cause painful upheavals, anguish, arouse anxiety, stir a sense of helplessness and inflict a feeling of loss of control (Mohammed 2009).

Study indicates that changes in organizations pivot around relevance, effectiveness, efficiency and budgetary constraints, while on the other hand to execute change effectively an organization should align its systems and structures around the customer. Top management should maintain a sense of urgency to energize, motivate and have open minded employees with inspired new

behaviour that is geared to achieving the objectives. This can be done by minimising political interest in public organizations, availing adequate facilities and credible succession management planning, if the above is coupled with equitable remuneration then can impact positively on staff morale and hence increased productivity levels. In most organizations where change has been undertaken there is increased training opportunities to enhance competency, technical know how and skills; provision of improved working conditions to lift employees morale and productivity because most employees spend more time worrying about how change will affect their jobs and their positions within the organization.

Another undertaking of change is increased team building and bonding sessions which are equally necessary because as employees discuss the changes there is realization of the desired capacity building for improved performance. Change makes a plus over the recent past where staff problems both in numbers and matching skills had hampered efficient service delivery; nevertheless lack of adequate induction during the change process in an organization can easily result into poor integration between administrators technical and support staff.

2.4.2 Effect of policy change on organizational performance

Whether the need for change arises from an organizations strategy or emerges in some other way, once it has been established that it should take place and in what form, the concerned organization should necessarily plan how the change should be achieved. Regarding public sector the sub sector organizations should consider observing the regulations without violating the stipulated requirements, when given specifications the change is expected to enhance efficiency and ensure full accountability through proper management and monitoring of the

change process of which when accomplished will mostly result to increased integrity and public confidence (MOE 2003, Owuor 2003, MOE 2008) nevertheless, the process ought to be well structured and coordinated so as to serve the needs of both the organization and other stakeholders. If the management adapt procedures that are consistent with the standardised approaches in the area of monitoring and evaluation, the organization is better placed on informed decision making and improvement in provision of quality services or products (MOE 2007).

In the natural setting top management level is responsible for the formulation of long term decision making from a period of about five years and over as they oversee the long term future of the firm. The administrative ambiguity, uncertainty and changeability of public situations in many cases cause a mismatch between the processes and expected realities. According to Edward (1967) and Obare (2006) the environment of the public sector is a complex phenomenon and has not yet been adequately conceptualised. It is more unpredictable and less stable than that of the private enterprise because its socio political contents are very large and on the other hand public corporations have numerous objectives that seem to be more ambiguous and less distinguishable from underlying conditions. The public entity experiences a tendency of fluctuation in its supposed order of priority almost from day to day at the whim of public and political opinion.

Awino (2000) says that policies are specific guidelines, methods, rules, forms and administrative practices established to support and encourage work towards stated goals. According to (Pierce and Robinson 1997, Obare 2006) policies are broad precedents, they set decisions that guide or

substitute for repetitive managerial decision making and therefore are directives designed to guide the thinking, decisions and actions of managers and their subordinates in implementing a firm's strategy. Policies set boundaries, constraints and limits of the kinds of administrative actions that can be taken to reward and sanction behaviour, they are used to clarify what can and cannot be done in pursuit of an organizational objectives which are paramount for effectiveness (Galbraith and Nathanson 1978).

According to Johnson and Scholes (2004) the concept of change in public sector is as important as in the private sector. Policies let the employees and managers know what is expected of them thereby increasing the likelihood of change implementation successfully. Whatever their scope and form, policies serve as a mechanism for implementing changes and obtaining objectives. When policies are in place, they represent the means for carrying out change strategies, decisions and hence should be stated clearly whenever possible (Hussey 1988, GOK 2005, MOE 2008).

Depending on the nature of change, managing its delivery will demand very different types of resources and levels of project management. Change execution in public organizations may be adversely affected by implementation taking more time than allocated due to unforeseen problems that surface or the coordination of implementation activities being ineffective. The key decision makers are required to pay regular attention to change implementation process in order to focus attention on any effects thereof and how to address them (Obare 2006). If the developed policies are inadequately based on partial or inaccurate readings of reality where by chance do not take account of all implementation constraints, then are likely to be reflected in situations such as proposal of new projects before completing the stalled ones.

Lack of implementation of previous recommendations which critically distract and interfere with the smooth running of an organization and in the long run visions become tentatively more like drafts than final documents blurring the destiny of the organizational sub sectors (Owuor 2003, Kamunge 2008, GOK 2005).

In the wave of change, reform process calls on the measures that will re-orient, re-organize and re-finance an organization. In orientation the affected organization should focus on new purposes and priorities to be able to provide new products with competencies and qualifications for new markets. This can be done by re-organizing the system in developing alternative structures, establishing new management systems and administrative procedures for efficiency and effectiveness in improving product quality. Re-financing can be viewed in reducing the product cost by developing new criteria for financing, reducing the production duration and exploring other costs recovery modalities (MOE 2003). If properly implemented, change can be a very positive force in any organization.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in the study. The three main sections included were the research design, data collection methods, and data analysis techniques.

3.2 Research Design

The study was conducted through a case study, this design emphasized on in-depth rather than breadth analysis; it gave a detailed investigation and involved a careful and complete observation of a social unit, which enriched generalised knowledge and made it possible for the researcher to use one or more methods depending on the prevailing circumstances such as in-depth interviews and questionnaires.

This method was suitable in locating the challenges faced by Kenya Institute of Special Education during the implementation of KNEC evaluation criteria and more so gave an account on how the performance of the institute was affected.

3.3 Data Collection

Given the nature of study, both primary and secondary data were required. An in-depth type of interview guide was ministered to the top management of the institute who included the Director, Deputy Director :- Academics, Academic Registrar, Deputy Academics Registrar:- distance learning programmes and Human Resource Officer, then to head of examination department and distance learning department which had the highest number of students.

The same interview was given to two of the regional coordinators and team leaders in the various face to face centres. All the above were deemed most suitable because they participated in decision making and therefore had a key involvement in the change process.

Part A aimed at collecting background information of respondents, part B was designed to find out the challenges experienced during the implementation of change in the education policy of the legal framework governing education and part C focused on establishing the effects of these changes on the performance of the institute. Detailed notes on relevant issues were taken during the interview. Secondary data was obtained from the existing file records and other literature for comparison with the past performance of the institute.

3.4 Data Analysis

Data was analysed using content analysis. This is a systematic and qualitative description of the composition of object or material of study. Data collected in this study was predominantly qualitative in nature, it was analysed using content analysis. The content from the detailed information obtained during personal interviews was thoroughly analysed to understand the challenges faced by the organization and the effects of these challenges to the performance of the institute.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The objectives of this study were to determine challenges experienced in Kenya Institute of Special Education (KISE) caused by changes in Education policy framework and then evaluate the effects thereof to the performance of the Institute with reference to Introduction of KNEC evaluation criteria. The research used an interview guide whose respondents were the top management of the Institute and who according to the researcher were deemed to be well conversant with the situation at hand.

The interview guide was divided into three major sections A B and C. Section A dealt with general information about the respondents, section B was finding out the challenges experienced and section C the effects thereof to the performance of the Institute. All respondents indicated that the Institute had experienced various changes in the last five years some of which were performance contracting, appraisal of employees and that the organization's structure operations had adapted to the strategic management plan in place.

4.2 Change Implementation

Most of the respondents stated that the Institute was not involved in active implementation of KNEC evaluation Criteria except for registration of students, preparation and placement of candidates for exam then subsequently issue result when out. In response to how successful the implementation had taken place, it was perceived that there was a mismatch between KISE unitary teaching curriculum and KNEC summative mode of evaluation. The respondents

indicated that the evaluator merged units to form subjects. Some of the merged units were unrelated making it difficult to detect learner strengths and weaknesses in certain areas which in turn was inefficient in the determination of skills acquired for effective placement of expected responsibilities in the field thus creating areas of possible conflicts.

The grades awarded by KNEC to the very SNE graduants were not transferable for transition to higher learning institutions and as a result de-linked KISE Specials Needs curriculum to that of the perceived higher learning institutions.

4.3 Challenges Experienced during change Implementation

All the respondents were of the view that the institute encountered various challenges and threats in its pursuit to implement the KNEC evaluation criteria. The first and foremost challenge was that of low acceptance of new policy by KISE stakeholders; as we all know people tend to hold onto existing ways of doing things and existing beliefs about what makes sense. These cultural biases and rigidities may see change as threatening and tend to favour continuity for security. Some respondents tagged the resistance to unclear spell out of regulations and guidelines on the extent of monitoring, planning and sharing of responsibilities between KNEC and KISE.

Most of the respondents stated that the Institute experienced delayed planning and co-ordination of its programmes and graduation dates considering the fact that KISE was the nerve centre of communication between the students and KNEC therefore, any tangle such as mixed index numbers, wrong results from KNEC or remarking of exams meant extended time of waiting meanwhile holding back other related activities.

KISE lecturers who are conversant with quality standards in SNE programmes and entrusted in training student for appropriate evaluation were never integrated in the KNEC exam setting or marking panels subverting their adequacy as a team player that shared common goals and focused energy to achievement of quality and relevance of SNE.

Analysis also revealed that the results of part 1 2009 were not encouraging because out of the 3,099 candidates, only 900 who comprise a 29% of the total candidates passed the exam while the rest were either referred in one or two subjects, failed, involved in exam irregularities or their course requirement was not met (KISE 2010). According to the respondents the mass failure and referrals resulted to remarking of exams and withdrawals of some students who were not willing to repeat because; according to KNEC SNE evaluation conditions a candidate who failed in more than two subjects during part I or part II exam would have to resit all the examination subjects and papers under that part (KNEC 2010). This caused a dissatisfaction in the customers and stakeholder, which in turn impacted phobia on many of the expected new entrants (PI teachers) who opted for substitute courses and/or other institutions that offered diploma in SNE thus dwindling enrolment.

From further interview teaching practice was cited as a challenge in that KISE, SNE students were spread far and wide in the nation as opposed to other colleges that performed teaching practice in their environs. The assessment of these students caused an increased cost to the institute because KNEC did not carter for the drivers.

4.4 Effects of change to the Performance of the Institute

This part sought to find out if the considered challenges affected the performance of the institute. From the responses given, the most felt effect was the one that resulted from decline in student enrolment. Sharp downward trend of (year 2009 – 2,800 students, year 2010 – 1,800 students and year 2011- 800 students) in enrolment led to a weakened financial base due to abrupt high drop in revenue. As we all know with increased unit cost of production and decreased revenue, it was no longer business as usual for KISE.

The Institute expenditure and entire programmes were affected to almost hampering adequate capability of efficient service delivery in meeting the institute intended objectives and goals. The management found it difficult to gauge the direction and the benefit of change process so as to align the institute goals and new goals with outcome. It was difficult to predict the institute's future performance, for planning purposes. Although optimistic KISE was shaken to the core and very much feared for natural attrition.

The same findings indicated that the low enrolment rate led to close down of some distance learning centres due to decreased number of students which in turn affected the institute structure and also weakened cordial working environment. Majority of the respondents stated that due to mass failure the institute experienced negative perception from the stake holders and public which almost succumbed the institution's prestige and monopoly in SNE. This was one of the greatest disadvantage in history because KISE fell prey to fierce industry competitive forces. Many other institutions came up with SNE diplomas some admitting students with lower entry grades; there was threat of substitute course in force such as diploma in Early Childhood

Development (ECD) and Adult Education. Vigorous bargaining power of customers strongly upheld itself now that the KNEC grades could not transit to credit transfers in higher learning institutions where as the very same institutions offered independent diplomas in SNE.

On the question of how suitable could the implementation be improved, the respondents were of the view that KNEC evaluation of SNE be made unitary as per curriculum dictation and not summative or if not them alternatively have a review of the SNE curriculum that would lead to a change in the mode of evaluation for attainment of a wide range of necessary SNE skills. Some were of the view that the KISE full time diploma SNE students remain under KNEC evaluation while the distance learning programme be evaluated by KISE as it had been earlier. Moreover it was also preferred that KISE as a stakeholder in SNE curriculum be given an increased participation in implementation decisions and processes for better practices and continuous improvement in streamlining the institute operations to align itself with KNEC requirements.

When the respondents were asked how the institute could strengthen its internal capabilities and competence to stand the challenges of increased competition so as to remain a float, they had the following to say:- KISE to have a double intake of fulltime students, institute to diversify it's activities by;- exploration of other avenues in the mandate; offer short courses such as (Kenya Sign language, functional assessment, Braille); penetration in the secondary school circle with SNE inclusive and seek affiliation with universities. All the above was for the attainment of a sustained inflow of resources and continued outflow of services.



Away from that it was noted from the respondents that for competence tailored to ensure quality and more career development, the institute was expected to consider decentralization of special subjects as courses took a more practical orientation with much emphasis on disability mainstreaming. It was also noted that the institute needed to drive more foot on strengthened monitoring system by increasing contact hours (weekend tuition) and development of internal mock exams to avoid a repeat of mass failure.

The final view from the respondents which was on identification and winning of new customers was based on vigorous strategies in marketing the institute by increasing awareness through print and electronic media publicity, holding exhibitions, open day forums and an improvement on the outreach programmes by creating awareness for credit transfers.

CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings gathered from data analysis and also the conclusions reached. It incorporated the various suggestions and comments given by respondents during the interview. Recommendations are made, limitations and suggestions for further research are also given.

5.2 Summary and Discussion

When the need for change arises and it has been established how it should take place, it is up to the concerned organization to plan how it should be achieved. Strategic management is a mechanism in which an organization can understand and constructively manage changes by re-inventing or reviewing organizational activities and processes to a high internal configurations and goals with policy change so as to reflect new external realities.

Depending on the nature of change, managing its delivery will demand very different levels of project management due to unforeseen problems that surface. During this process the concerned organization need be very vigilant to indentify and indicate any need for alteration in the change process so as to control and direct changes caused by unplanned disruptions. Due to infusion of socio- economic changes at national and inter-national level, there is constant review of policies causing firms to readjust their strategies to enable them fit within their environment which is known to be turbulent.

Policies are specific guidelines and administrative practices to support and encourage work towards stated goals. Whatever their scope and form, policies serve as mechanism for implementing changes and obtaining objectives.

Resulting from the Mismatch between KNEC summative evaluation that was more as theoretical compared to practical skills oriented evaluation that is necessary for teacher competence, merging of units of which some of the units were unrelated all opposed to unitary teaching curriculum of KISE. This research fears that the institute (KISE) in the struggle of upholding its credibility KNEC mode of exams dictate how to teach. May choose to adapt an exam oriented teaching that targets passing exam so as to avoid negative image against the institute and be able to attract customers. This is likely to be at the expense of wholistic teaching approach that ensures quality and relevance of skills attained which sustain strong links between KISE and market responsibilities and also compromising quality and relevance of education spelled out in the SNE policy document.

The findings also indicate that KNEC evaluation was not only a challenge but also a basis of key determinant of the future quality of SNE in the nation. If the Ministry of Education was in the process of increasing training output of KISE as a strategy of implementing inclusive education so as to improve and provide accessibility and equity of education into all children in the educational system (GOK 2005). KISE as a semi sector Institute of MOE had its vision stated as to be a regional centre of excellence in special needs education and related services”, whose revised strategic plan goal was to enhance access equity and quality of the education for learners with specials needs and disabilities and to produce SNE materials and assistive devices. This

goal was in line with (GOK 2005) and closely borrowed from Kenya vision 2030. However, in the study it was noted that whatever that was on the ground was a critical contradiction to the above sentiments because the mass failure of year 2009 candidates almost watered down the prestige that the institute had carried as a key player in SNE since its establishment. This failure instilled phobia in the expected customers (PI teachers) who opted for other courses and/or institutions lowering the institutes enrolment that further led to closure of some distance learning centres for SNE in service courses.

The consequent happening did not mirror the GOK 2005 that stipulated the expansion of KISE programmes to offer in service training to teachers on special education and also restructuring and strengthening the institute to play a more active role in the provision of special needs education. Moreover looking at the fact that KISE was the largest temporal employer of SNE university graduates for practical application of skills gained in the study, dwindling resources caused by decreased enrolment diminished this noble practice.

From the analysis, the critical effect of the given challenges was experienced in the management of dwindling resources against expansion of internal efficiencies and running of other institute programmes. To improve revenue for expenditure, it was reported that the institute had diversified its activities as follows:- Double intake of fulltime students, introduction of short courses such as (Kenya sign language functional assessment and braille), penetration in the secondary circle with SNE inclusive and during the research the institute was in the process of seeking SNE university affiliation.

In today's life, competition has gone a notch higher especially with internet, the level of customer awareness about quality products and service has become greater than ever before (Ongale 2010). In spite of that KISE still believed that it was the main player in SNE. According to the respondents, the competing institutions did not have the standards and quality of SNE facilities and were not well conversant with SNE programmes, materials and assistive devices of children with special needs.

Through most of the respondents the institute vowed to capitalize on the available opportunity to defend its position in the market. It was also noted that the institute would not relent in its endeavour to strengthen SNE and was focused on continued development of SNE career by providing student with the most real and vivid experience of expected responsibilities in the field so as to mirror the dynamic needs in the market environment.

The findings are in line with the concepts of change that state:- Changes in environment put pressure for changes within organization making the reality of yesterday prove wrong today and nobody can really know what will be the truth tomorrow. In order to survive, grow and succeed, an organization needs to maintain a strategy fit by relevantly responding to the environmental dynamism, instability, heterogeneity and uncertainty so as to combat forces that would threaten its market stability. Since change management is a problem finding and a problem solving activity. Identification and analysis of challenges caused by change and its effect to the performance of an organization is a good beginning point, it will assist guideline on restructuring, re-engineering and innovation of the responses required. In the logical incrementalism model, the research found that KISE management responded to pressures in both

internal and external environment then progressively and proactively moved forward and if incrementally then with time the organization will be transformed reflect the new external realities according to the policy change.

5.3 Conclusion

From the introduction we see that change and response to change has become an ongoing process for managers in both private and public organizations. To avoid irrelevancy and becoming obsolete, it is in order for each organization to have a strategy that must continuously and actively adapt it to meet the demands of an ever changing environment.

In the process of implementation of inclusive education and meeting the increased demand of SNE at all levels in Kenya due to the country commitment to the attributes of EFA, the Ministry of Education strategy of improving and providing accessibility and equity of education to all learners in the educational system was committed to increasing the training output of KISE to achieve a target of one SNE teacher per school by year 2015 (MOEST 2005).

When SNE diploma evaluation was moved to KNEC, subsequent challenges experienced reduced the enrolment to less than a half in a span of two years. The research revealed that if there was any continuity in the trend, then the ministry strategy would not beat the logic by year 2015 because by year 2010 the institute had graduated only 13,923 diplomas against 18,000 (plus) public primary schools.

From the study it was established that there was a Mismatch between KISE unitary teaching curriculum and KNEC summative evaluation making the change implementation not successful because some units merged did not relate making it difficult for detection of learner strengths and weaknesses for future placement in the market.

Moreover KISE as a stakeholder was not involved actively in KNEC implementation process panels resulting to inconsistency and unclear spell out of role between KISE and KNEC. According to the findings communication between KNEC and the student was done through KISE. This left the institute under the Mercy of KNEC and was evident in delayed planning and co-ordination of the institute programmes especially when the institute experienced delayed time table, mixed index numbers (wrong results), delayed release of results and results slips from KNEC to students. This too on the other hand increased the ambiguity of distinguishing the inadequacy of each of the two organizations and consistency among their activities.

The research further found out that the mass failure of 2009 that caused phobia in the expected entrants (P1 teacher) who opted for substitute courses and/or institutions was such a blow to the institute performance. This later manifested itself in persistent decrease in enrolment each passing year which led to closure of some distance learning centres. The institute also suffered abrupt and continuous drop in revenue that weakened its financial base. According to the respondents this almost blurred the vision and mission of the institute because the dwindling resources were a shaky grip for expenditure of such an institute's entire programmes, let alone prediction of future performance for planning purposes.

As we all know organizational image matters a lot, it was such a dark day for KISE because its guarded prestige dating back to 1986 in SNE was almost a one day wash down that posed negative perception from stakeholders and public as a result of poor performance.

All is not lost because KISE is neutralizing the challenges of the more unpredictable and less stable working environment that is not yet adequately conceptualised. From the prevailing circumstances such an institution experiences fluctuation of its supposed order of priority almost from day to day at the whim of dwindling resources, this critically distracts and interfere with smooth running of the organization. It in turn down plays the natural setting of top management responsibility in formulation of long term decision making (5 years) and overseeing of the long term future of a firm activity which is paramount for effectiveness.

Strategic management is a process of developing and enacting plans that will ensure an organization reaches its long term goals. It is an integrated future oriented managerial perspective that is outwardly focused, forward thinking based. It is a mechanism in which an organization can understand and constructively manage changes and the process for re-inventing or renewing the organization.

In this wave of reform KISE is focussed on new purposes and priorities to be able to provide new products with competencies and qualifications for new markets, re organization of the system for improving product quality and a new criteria for financing which is well noted in attempts of exploration on other cost recovery modalities to make change a positive force in the organization.

5.4 Recommendations

Change implementation process is a collective task that cuts across the participating organisations. It requires strategic thinking, planning, coordination, monitoring and evaluation functions. This by extension means that the challenges that emerge during the implementation process in this case affect the participating semi sectors and have to be tackled by both KISE and KNEC.

The study recommends that:- In KNEC special needs evaluation implementation planning panels, KISE should have increased participation as a team that shares the same goal and are focussing energy to special achievement of quality and relevance of special needs education and training (GOK 2005).

Faulty change implementation can make a sound strategic decision ineffective more so when the underlying values do not concur. KNEC and KISE should narrow the gap between unitary teaching curriculum and summative evaluation mode for teacher competence and an increased reflection of the market situation.

KISE should diversify it's activities as a risk reduction modality and increase its effort in marketing strategies to avoid loss of market share to competitive forces so as to evade institute declining standards.

Considering the challenges relating to access and equity in the provisions of SNE along with the limiting factors stipulated in GOK 2005, redefinition of SNE policy document would have been appropriate with reference to the KISE legal notice. If the new consideration would de-link, KISE from KNEC then KISE would be able to facilitate all mandate given according to it's brand name and image.

Although KISE is neutralizing the challenges, the institute should engage in more proactive strategies by coming up with more innovations to improve effectiveness of operations and intensify the degree of differentiation so as to deliver benefits that exceed those of competing products and keep pace with rivalry.

5.5 Limitations of the Study

Care has to be taken when generalizing the results of this study because the respondents interviewed were drawn from top management hence limited diversity of opinion. The data collection tool was an interview guide yet some respondents preferred to write than speak. No similar research had been done in the given organization for comparison of findings. Lastly the research lacked adequate literature material in the area of study thus over reliance on verbal information and the situation at hand.

5.6 Suggestions for further Research

Further research could build on the results of this study to enrich the existing knowledge on challenges of policy change and the effects thereof to the performance of an organization. A study could be done on challenges experienced by KNEC on SNE evaluations.

The same study could be done including all stakeholders on board and questionnaire instead of an interview guide used to collect data and establish whether results and conclusions obtained differ from what this study has established.

5.7 Implication on Policy, theory and practice

When policies are in place, they represent the means for carrying out change strategies. Change in one subsystem affect other interrelated parts of the system. In this case public organization should embrace change as a continuous, open ended and unpredictable process of aligning and re-aligning their activities and procedures. This should be consistent with the standardized approaches in the area of monitoring and evaluation for better placement, informed decision making and improvement in provision of quality services or products to realize public confidence.

The same study could be done including all stakeholders on board and questionnaire instead of an interview guide used to collect data and establish whether results and conclusions obtained differ from what this study has established.

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APPENDICES

Appendix I: Letter of Introduction University of Nairobi



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA PROGRAM – LOWER KABETE CAMPUS

Telephone 020-2059162
Telegrams "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE: 29-07-2011

TO WHOM IT MAY CONCERN

The bearer of this letter CATHERINE MARTHA KITIAPI

Registration No: DEI/72246/2008

is a Master of Business Administration (MBA) student of the University of Nairobi

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate if you assist him/her by allowing him/her to collect data in your organization for the research

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request

Thank you

DR. W.N. IRAKI
CO-ORDINATOR, MBA PROGRAM

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA OFFICE
P.O. Box 30197
NAIROBI

Appendix II : Letter of Introduction Ministry of Education



MINISTRY OF EDUCATION

Telegrams: "EDUCATION", Nairobi
Telephone: Nairobi 318581
Fax No.: 254-2-214287
E-mail: es@education.go.ke
When replying please quote

EDUCATION SECRETARY
JOGOO HOUSE "B"
HARAMBEE AVENUE
P. O. BOX 30040
NAIROBI

Ref No.: MOE/ES/165

Date: 15th August, 2011

Catherine Martha Kiyiapi
P.O. Box 30298-00100
NAIROBI

Dear

REQUEST TO CONDUCT STUDY

The Ministry of Education is in receipt of your letter dated 11th August, 2011 requesting for authority to undertake a research on "Effect of changes in the legal framework governing education on the performance of Kenya Institute of Special Education".

Authority is hereby granted for you to conduct the research at KISE. At the completion of your project, please submit a copy to the Ministry so that we can share your findings.

Yours

Prof. George I. Godia, EBS
EDUCATION SECRETARY

CC: Director KISE

Appendix III: Letter of Introduction Kenya Institute of Special Education

KENYA INSTITUTE OF SPECIAL EDUCATION

Tel: 020- 8007977,
066-51307
Cell: 0734-801-860
Fax : 020-8007966
email: info@kise.co.ke



Kasarani, off Thika Road
Next to I.C.I.P.E
P O. Box 48413 - 00100
NAIROBI, KENYA

Our ref: KISE/15/1

Your ref..... Date: 17th August 2011

Catherine Martha Kiyiapi
P O Box 30298-00100
NAIROBI

RE: TO WHOM IT MAY CONCERN

Ms. Catherine M. Kiyiapi has been permitted to interview KISE staff in relation to her research study on, " Effects of changes in legal framework governing education on performance of Kenya Institute of Special Education".

Please accord her necessary support by creating time for interview sessions.

Thank You.

GITHANG'A, M.M
FOR: DIRECTOR

Appendix IV: Interview Guide

Section A. Background information

1. Name of respondent (optional) _____
2. Job title _____
3. Department _____

Section B. Change in Legal Framework

1. How has your department operations and management efficiencies changed in the last 5 years?
2. What recent changes has your institution experienced due to changes in the legal framework governing education? (Introduction of KNEC evaluation criteria)
3. To what extent has your institution been involved in implementation?
4. In your view, how successful has the implementation taken place?

Section C: Effect of change to the performance of the institute.

1. What are some of the challenges your department has faced as a result of this implementations?
2. What have been the main problems from your customers/stakeholders/other departments about their view of KNEC evaluation criteria due to changes in the legal framework?

3. How have the changes affected your institution in terms of industry?
4. In which way have the changes affected the structure and stability of KISE as a Semi Autonomous Government Agency (SAGAs)
5. How suitable do you think the implementation could have been improved?
6. In your view how can the institute strengthen its internal capabilities and competence to stand the challenge of increased competition so as to remain a float?
7. Which possible routines will the institute use to identify and win new customers if any?

Appendix V: KNEC Diploma in SNE Part I Examination Results for August 2010

Centre	No. Of Candidates	PASSED		REFERRED		FAILED		IRR		CRNM	
		No.	%	No.	%	No.	%	No	%	No.	%
KISE	88	16	18.2	70	79.5	02	2.3	0	0	0	0
THIKA TECH	183	85	46.5	87	47.5	11	06	0	0	0	0
KILIMAMBOGO	239	69	28.9	99	41.1	26	10.9	41	17.2	4	1.7
MERU	254	49	19.3	156	61.4	48	18.9	-	-	1	0.04
KIGARI	160	41	26	89	55.5	27	16.9	1	1	2	13
MOSORIOT	253	40	15.8	186	73.5	27	10.6	0	0	0	0
BONDO	198	71	35.9	116	58.6	11	5.5	0	0	0	0
CIT-VOI	239	43	18	121	50.6	75	31.4	0	0	0	0
MIGORI	363	125	34.4	189	52.1	49	13.5	0	0	0	0
BARINGO	126	33	26.2	81	64.3	11	8.7	0	0	1	0.8
KERICHO	331	78	23.6	235	70.9	18	5.4	0	0	0	0
SINGALAGALA	402	165	41.5	211	25	6.3	0	0	0	1	0.25
MACHAKOS	263	85	32.3	154	58.6	24	9.1	0	0	0	0
TOTAL	3099	900	29	1794	57.9	354	11.2	42	1.4	6	0.5

KEY: IRR – Irregularity

CRNM: Course Requirement Not Met

